# Pupil premium strategy statement

This statement details our planned use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils, from 2022-2025.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail | Data |
|---|---|
| School name | Litherland High School |
| Number of pupils in school | 719 |
| Proportion (%) of pupil premium eligible pupils | 299 (43.9%) |
| Academic year/years that our current pupil premium strategy plan covers | 2022-25 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | David Yates |
| Pupil premium lead | Carmel Murphy |
| Governor / Trustee lead | Tracy McKeating |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £309,465 |
| Recovery premium funding allocation this academic year | £84,180 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 393,645 (*plus £20,587 NTP*) |

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision at Litherland High School for our pupil premium students is to provide the highest quality of education that over time will reduce social inequality, address social injustice and promote social mobility, removing barriers to learning whether they be economic, social or medical, through a relentless focus on improving the quality of teaching and learning. We aim to implement a curriculum that meets the needs of all pupils regardless of their circumstances, addressing the multiple vulnerabilities of students through the strongest pastoral care. Our ultimate aim is to maximise the progress and attainment of all pupils and in particular our disadvantaged cohort, reducing the gaps that have emerged from primary education, in order to ensure they have aspirations for strong progression routes accessing positive destinations whether this is education, employment or training.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|---|---|
| 1 | The pupil premium cohort typically have significantly lower levels of literacy upon entry, impacting on their ability to read fluently and comprehend text; this limits their ability to engage in learning across the curriculum and consequently reduces their progress, which exacerbates the attainment gap. |
| 2 | CAT4 tests, along with KS2 SATs, indicate that the academic ability and prior attainment of disadvantaged pupils is lower than their non-disadvantaged peers. There is therefore an early attainment gap and clear knowledge deficits upon entry to secondary school which need to be addressed. |
| 3 | Significant economic barriers to learning in the majority of pupil premium students limits their access to a range of cultural capital opportunities and reduces their ability to engage with and understand certain aspects of the curriculum. |
| 4 | Social, emotional and mental health issues amongst the PP cohort are significantly more prevalent than in the non-PP cohort. This impacts on their attendance, engagement in lessons and their relationships with peers and teachers. |
| 5 | The attendance of pupil premium students is typically lower than non-pupil premium students, with persistent absence concerns greater. This has an impact of their progress and attainment, with knowledge gaps deepening or emerging as a result. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| Increase the attainment of disadvantaged pupils in KS4, particularly in the Basics at both 4 and 5+, with an increased focus on maths and in particular those that are achieving English at grade 4+. | Basics at 4+ and 5+ increases in the PP cohort<br><br>The attainment gap between PP and non-PP students reduces.<br><br>Attainment 8 score increases, with the gap between A8 for pp and non-PP students reducing.<br><br>% attainment at 4 and 5+ in all subjects increases.<br><br>Increased numbers of students securing a positive L3 post-16 destination. |
| Improve the progress of disadvantaged students in all year groups and subjects. | More students are on track to meet or exceed FFT targets in all subjects, in all year groups<br><br>P8 score increases for PP students in comparison to 2023 in core subjects and overall.<br><br>P8 gaps reduce between PP and non-PP students. |
| Reduce the gaps in knowledge for PP students in order to improve attainment and progress in all students, and particularly the disadvantaged cohort. | Students assessed as working below age related expectations in June/September assessments make notable improvements in knowledge, to improve overall attainment more closely aligned to their peers, evaluated through:<br><br>• Internal summative assessments<br>• GL end of year assessments<br>• External GCSE (or equivalent) assessment. |
| Improve the standards of literacy, including reading and use of disciplinary vocabulary, across all year groups. | Reading assessments show that all students are improving both their reading age and standardised attainment score.<br><br>Students with the lowest levels of literacy, for whom a range of graduated interventions are in place, make rapid improvement towards reading at their chronological age. |
| Attendance of pupil premium students improves, with attendance gaps diminishing between disadvantaged and non-disadvantages pupils, and attendance rates, including PA, moving closer to National. | Attendance of PP students improves from the corresponding dates/terms in previous academic years, and over time.<br><br>Attendance gap between PP and non-PP students reduces.<br><br>Persistent Absence reduces from 2023, and improves over the academic year.<br><br>Reduction of NEET figures |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Improve the quality of teaching through a clear focus on:<br><br>• Disciplinary literacy, including the use of academic vocabulary and disciplinary reading.<br>• Metacognition strategies: modelling and the use of 'I do/we do/you do' with corresponding narration of expert practice.<br>• Use of formative assessment to continually check for understanding, with corresponding feedback and intervention/action.<br><br>QFT supported through:<br><br>• Allocated CPD time for quality instruction and support for teachers<br>• Time for departments to work collaboratively on curriculum intent and implementation to embed strategies and develop subject specific pedagogy<br>• Middle and senior leaders attend MAT and other collaborative meetings to co-construct revised approaches to improving the quality of education.<br><br>Implementation of MAT approach to consistency in the classroom: 'Connect, focus, practice, check', providing | 'The difference between a very effective teacher2 and a poorly performing teacher3 is large. For example during one year with a very effective maths teacher, pupils gain 40% more in their learning than they would with a poorly performing maths teacher…<br><br>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning' The Sutton Trust .<br><br>'Good literacy is, of course, key to academic success across the curriculum. Indeed, a recent EEF evidence review found that the strongest factor affecting pupils' science attainment is how well they understand written texts… literacy in secondary school should not simply be seen as a basket of general skills. Instead, it must be grounded in the specifics of each subject' EEF Blog (Sir Kevin Collins)<br><br>'Metacognition is one of the most effective ways to help students improve their learning. It helps students to be aware of what they are thinking about and to choose effective learning strategies.' (ResearchGate)<br>'The potential impact of metacognition | 1, 2, 3 |

| | | |
|---|---|---|
| CPD to support understanding of these in practice, focusing on key school priorities (formative assessment/checking for understanding).

Implementation of StepLab and corresponding approach to recording and evaluating quality assurance activities and providing actionable and purposeful feedback aligned with the principles of instructional coaching.

Additional leadership responsibilities in core subjects to support higher quality curriculum, teaching and learning, and CPD of the departments. | and self-regulation approaches is high (+7 months additional progress)' EEF

'…professional development makes a significant difference to student attainment… the effect size of professional development was 0.09 with a 95 per cent confidence interval of 0.06 to 0.13… the effect of professional development appears to be equivalent to having a teacher in the classroom with over a decade's experience.' (Education Policy Institute and Ambition Institute) | |
| Reduced class sizes in core subjects at KS3 and KS4 to facilitate more targeted support for SEND/PP/ vulnerable students, and to facilitate more sharply focused teaching for middle and higher attainers. | '…reduction is large enough to permit the teacher to change their teaching approach when working with a smaller class and whether, as a result, the pupils change their learning behaviours' EEF | 1, 2 |
| Increased focus on reading, both as part of the cross curricular literacy strategy but also through a wider approach to developing reading.
Shared reading developed and embedded in school
Wider access to the school library and associated resources in social and curriculum time | 'Research finds that time spent reading impacts positively on a variety of skills and subject outcomes including writing ability, research skills, maths ability, vocabulary breath, spelling and content specific knowledge' Krashen, 2004; Sullivan and Brown, 2013
Ensuring that all children achieve a reading age of 11, ideally by age 11, is seen as essential to their school career and their ability to make a successful transition into adulthood and the labour market'
(The relationship between reading age, education and life outcomes) | 1, 2, 3 |

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Target students with identified gaps in knowledge which is negatively impacting on attainment and progress.<br><br>Robust internal and external assessment to identify extent and nature of gaps - use of GL assessments and reviewed/robust internal assessment to target students.<br>Identify appropriate intervention through:<br>• 1 x Academic Mentor - specifically for Maths<br>• After school study support<br>• Access to 1:1 or small group tutoring through School Led Tutoring/NTP<br>• Targeted intervention during school holidays for PP students | 'make high-quality tuition available to state-maintained primary and secondary schools, providing additional support to help pupils who have missed out the most as a result of school closures' EEF<br><br>'Any consideration of curriculum should be inextricably bound to understanding quality diagnostic learning assessments.' EEF blog Assessing learning in the new academic year – how school leaders can best support pupils to regain lost learning<br><br>'Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.' +4 months EEF | 1, 2 |
| Targeted intervention and support for students with low level of literacy, providing access to a bespoke tiered intervention system including Lexonik<br>Investment in staffing – HLTA/TA plus TLRs for reading leadership<br>Other resources for intervention (Liverpool Reading Development Programme)<br>NGRT and other | 'Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.' +4 months EEF<br><br>'consistently show positive impact on learning' +5 months EEF<br><br>'Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches'.+6 months EEF | 2, 3 |

| diagnostic tests. | | |
|---|---|---|
| | 'There is strong evidence from a wide range of high-quality studies that phonics approaches are very effective, particularly for disadvantaged children, and that they are a highly cost-effective intervention'. (Education Endowment Foundation) | |
| | 'Ensuring that all children achieve a reading age of 11, ideally by age 11, is seen as essential to their school career and their ability to make a successful transition into adulthood and the labour market… | |
| | …Research has linked poor reading ability to an increased likelihood of unemployment, homelessness, divorce, health problems and incarceration, and a reduced likelihood of employment, home ownership, life satisfaction and community and political engagement' The relationship between reading age, education and life outcomes | |
| Investment in supporting students to apply effective study skills, so that they are more efficient and effective in their approach to revision. Use of 'Elevate' over a number of sessions, working with small groups of students. | Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning | |
| | Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes (**EEF**) | |
| | To learn, students must transfer information from working memory (where it is consciously processed) to long-term memory (where it can be stored and later retrieved). | |
| | Self-determined motivation (a consequence of values or pure interest) leads to better longterm outcomes than controlled motivation (a consequence of reward/punishment or perceptions of self-worth) (***Deans for Impact: Science of Learning***) | |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Increased provision of, and monitoring/closely targeted support for access to, wider curriculum provision in order to support aspiration, develop greater opportunities for cultural capital and encourage higher levels of engagement and participation in education.<br>For example:<br>• Sport<br>• Drama<br>• Music<br>• Art<br>• Trips and Visits<br>• Visiting Speakers<br>• Student leadership opportunities. | 'the impact of arts participation on academic learning appears to be positive' 'The overall impact of sports participation on academic achievement tends to be positive' 2+ months EEF<br><br>'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress.' EEF | 3, 4, 5 |
| Embedding a systematic use of the LHS Matrix to target students with ACEs requiring SEMH support, linking to a bespoke tiered intervention system which includes (but is not limited to):<br>• Year group pastoral leaders<br>• Bespoke careers support<br>• External organisations including (for example) Everton in the Community, Sefton Elevate<br>• A multi-agency approach where required<br>• High quality, closely | 'On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.' +4 months EEF<br><br>'Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues' +3 months EEF | 3, 4, 5 |

| | | |
|---|---|---|
| targeted use of, Alternative Provision. | | |
| Additional investment in a range of strategic approaches to improve behaviour & attendance, including (but not limited to):<br>• Education Welfare Officer<br>• Full time attendance administrator<br>• Pastoral Leaders<br><br>Removal of economic barriers to learning which may be adversely impacting on attendance, including uniform, transport and access to food.<br>Extended opening hours (before and after school) to support students and families in challenging economic circumstances in light of the current economic climate, breakfast provision for all and associated staffing. | 'reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning' +3 month impact EEF<br><br>'Build respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement…Liaise with other agencies working with pupils and their families to support attendance' DfE Improving School Attendance<br><br>'There is a general belief that school uniform leads to improvements in pupils' behaviour.' EEF<br><br>'To benefit from instruction, students must attend school regularly. Studies show that school attendance is a strong predictor of course performance and the strongest predictor of high school dropout' Rodgers et al<br><br>'Setting standards for student performance without the supports to attain them actually places students at greater risk for school dropout'. | 5 |

**Total budgeted cost: £**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

| Success criteria |
|---|
| **Progress and Attainment (***KS3 – GL progress tests, internal assessments (on/above expected progress), KS4 – external outcomes***):** <br><br> PP students achieved a P8 figure of -0.56 in their GCSE examinations, compared with -0.97 achieved in 21/22 and -0.84 achieved in 18/19. The P8 figure of -0.56 was slightly worse than the national figure on Sisra of -0.41. The gap of between PP and non PP students at LHS was -0.49, which is an improvement on the figure of -0.65 in 21/22, however greater than the figure of -0.40 in 18/19. The P8 figure for PP students each bucket (Maths, English, EBacc and Open) has improved from both 21/22 and 18/19. This improvement has been most significant in English, whilst further work strategies need to be implemented to ensure that the P8 figure in Maths and EBacc subjects is further improved. <br><br> PP students in KS3 made significant progress on Maths and English Progress Tests when compared to the results achieved during the 21/22 academic year. In Year 8 PP increased their Standardised Age Score (SAS) in English from 86.8 to 93.6 and in Maths from 85 to 92. In Year 9 PP increased their SAS from 93.6 to 97.4 in English and 95.2 to 101 in Maths. Whilst marginally below their non PP counterparts in Y7 and Y8, PP students in Y9 have achieved a higher SAS in Maths and the same in English and Science. <br><br> NGRT SAS for PP students has also improved in all year groups, but particularly Y9, where the SAS has increased from 101.6 to 107.3 during the 22/23 academic year. That said, the average SAS across the school is 5.1 less than non PP students, so further work needs to be done to ensure that this gap is narrowed. |
| **Behaviour, safeguarding & attendance**: <br><br><br> |
| **Other (this may include qualitative evidence):** <br><br><br> |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|-----------|----------|
| Lexonik   |          |
|           |          |
|           |          |